

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

**Grade 4 Note-Sheet Scoring Chart for Units 1 and 4**

Data captured from this assessment are intended to inform instruction. These are not summative tasks and therefore, they should not contribute to grades until writers have opportunities to receive feedback after the baseline is given and revise multiple times. See assessment blueprints for more information and the common procedure to be followed.

**Step One: Defining Topics and Creating Research Questions:****RI.4.1, RI.4.2, RI.4.8, RI.4.10****\_\_\_ 4 point response (above standard)**

- Writer identifies the main ideas and supporting details from at least two different texts (and possibly three).
- The writer refers to abundant details and examples from the text when explaining what the text says explicitly.
- The writer attempts to use direct quotes from the text when referencing main idea and supporting details.
- The writer thoroughly explains how an author uses reasons and evidence to support various points in the text.

**\_\_\_ 3 point response (at standard)**

- Writer identifies the main ideas and supporting details from two different texts.
- The writer refers to details and examples from the text when explaining what the text says explicitly.
- The writer explains how an author uses reasons and evidence to support various points in the text.

**\_\_\_ 2 point response (below standard)**

- Writer attempts to identify the main ideas and supporting details from at least one text.
- The writer mentions what the text says explicitly.
- The writer refers to the author and the points made by the author.

**\_\_\_ 1 point response (significantly below standard)**

- Writer is beginning to identify a main idea and/or supporting details

## **Step Two: Make an Inference and Support it with Text Details**

### **RI.4.1**

#### **\_\_\_4 point response (above standard)**

- Writer shares abundant facts from the text
- Significant background knowledge is shared relevant to what the writer thinks and knows
- The inference made is articulated clearly and thoroughly, grounded in the writer's interpretation of the text, and nicely connected to background knowledge and fact.
- The inference made is complex in nature and clearly required the writer to analyze the text with depth.

#### **\_\_\_3 point response (at standard)**

- Writer shares facts from the text
- Background knowledge is shared relevant to what the writer thinks and knows
- The inference made is clear and connected to background knowledge as well as fact.
- The inference made required a thorough understanding of the most important components of the text.

#### **\_\_\_2 point response (below standard)**

- Writer shares at least one fact or detail from the text
- Some reference to background knowledge is made
- The writer attempts to infer by connecting background knowledge or facts to their inference.
- The inference made required a surface-level interpretation of the text and could be gleaned from the most basic reading.

#### **\_\_\_1 point response (significantly below standard)**

- Writer attempts to share a fact or detail from the text.
- Writer attempts to infer, using minimal background knowledge or evidence from the text
- It is possible that the writer did not read or understand this text

**Step Three: Prewriting and Drafting for Your Final Project**

**W.4.3 (a-e), W.4.4, W.4.5, W.4.10, RL.4.2**

\*The required rubric for the Units 1 and 4 performance-based assessment may be used for self-evaluation purposes. It should also be used to generate a score for this domain.

**Step Five: Peer Review and Revision**  
**(W.4.5)**

**\_\_\_4 point response (above standard)**

- Writer formulates a clear revision plan in response to feedback provided and supplements feedback from peer review with information from self-evaluation or others as needed (if feedback received was inadequate).
- Revisions to work are significant. The content changes in meaningful ways pre/post.

**\_\_\_3 point response (at standard)**

- Writer formulates a revision plan.
- Revisions to work are adequate. The content changes in noticeable ways pre/post.

**\_\_\_2 point response (below standard)**

- Writer is beginning to formulate a revision plan.
- Writer has begun to revise work, focusing mostly on surface errors and minor aspects of content.

**\_\_\_1 point response (significantly below standard)**

- Writer needs additional support to attend to feedback.
- Writer has edited work and improved conventions. Content remains unchanged.